DOCUMENT RESUME

ED 285 098 CG 020 141

AUTHOR Champagne, Delight E.
TITLE Graduate and Undergraduate Students Together: An Experiential Learning Model for Teaching Student Development Theory in Student Personnel Preparation Programs.
PUB DATE 10 Apr 86
NOTE 11p.; Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Curriculum; *College Seniors; *Experiential Learning; *Graduate Students; Higher Education; Models; *Student Development; *Student Personnel Workers; Theory Practice Relationship

ABSTRACT

Undergraduates on college campuses are one of the best resources for learning about college student development. Nonetheless, graduate programs which prepare student personnel professionals have typically neglected to involve undergraduates in courses which attempt to teach student development theory and research. Without input and feedback from actual students, student development theory is just theory. Professionals-in-training must resort to applying theoretical information in field sites and in later employment. Likewise, undergraduates lose out by not having access to graduate student role models who may stimulate their development. This potential for generativity is often overlooked. A model of instruction was developed at Springfield College in Massachusetts which offers an alternative means of instructing graduate students about the development of college students. In a course entitled "The Psychology of the College Age Adult" graduate students and undergraduate seniors unite in experiential learning activities to actively learn together about the processes involved in college student development. Exercises are designed to introduce, illustrate, or apply theoretical foundations related to student development. Lecture and group discussions precede and follow experiential learning activities. (Author/NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED285098

GRADUATE AND UNDERGRADUATE STUDENTS TOGETHER: AN EXPERIENTIAL LEARNING MODEL FOR TEACHING STUDENT DEVELOPMENT THEORY IN STUDENT PERSONNEL PREPARATION PROGRAMS

DELIGHT E. CHAMPAGNE
ASSISTANT PROFESSOR
SPRINGFIELD COLLEGE

CG 020141

Presentation at the American College Student Personnel Association Annual Meeting, New Orleans, LA, April 10, 1986

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Delight E. Champagne

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

Graduate Students and Undergraduates together:
An Experiential Learning Model for Teaching
Student Development Theory in Student Affairs
Preparation Programs

Undergraduates on college campuses are one of the best resources for learning about college student development. Nonetheless, graduate programs which prepare student personnel professionals, have typically neglected to involve these students in courses which attempt to teach student development theory and research. Without input and feedback from actual students, student development theory becomes just that, theory. Professionals-in-training must resort to applying theoretical information in field sites and in later employment. Likewise, undergraduates lose out by not having access to graduate student role models, who may stimulate their development. Hence this potential for generativity is often overlooked.

The model of instruction used by Springfield College offers an alternative means of instructing graduate students about the development of college students. In a course entitled: "The Psychology of the College Age Adult" graduate students and undergraduate seniors unite in experiential learning activities to actively learn together about the processes involved in college student development. Exercises are designed to introduce, illustrate, or apply theoretical foundations related to student development. Lecture and group discussions precede and follow experiential learning activities.

GRADUATE AND UNDERGRADUATE STUDENTS TOGETHER:
AN EXPERIENTIAL LEARNING MODEL FOR TEACHING
STUDENT DEVELOPMENT THEORY IN
STUDENT AFFAIRS PREPARATION PROGRAMS

The Experiential Learning Model

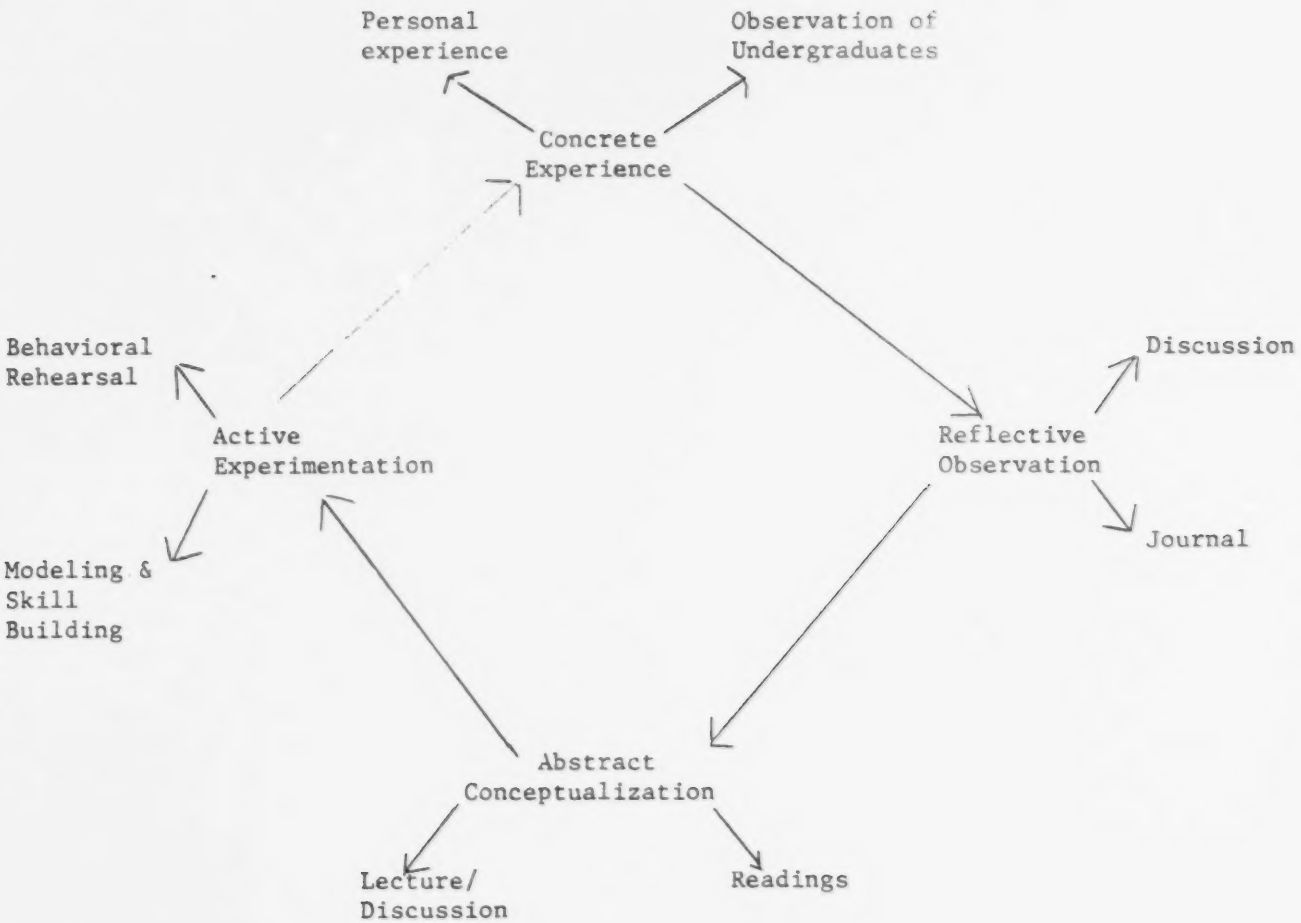
Making student development theory come alive in the classroom for graduate students is not an easy task. All too often we resort to discussion, lecture, and reading modes for conveying this material. Yet our most valuable resource, real college students, is right outside our classroom doors. Why not invite the students in?

For 10 years Springfield College has included undergraduates in its Psychology of the College Age Adult course. The course is required for all students in the Student Personnel Preparation Program. Presently, the course utilizes an experiential learning model as a basis for instruction. This model, adapted from the Kolb, Rubin, McIntyre model (1971), assumes that learning begins with some concrete experience and is followed by reflective observation in which the individual rethinks what has occurred. According to the model, the individual then attempts to generalize from his/her experience. Once the individual has developed some abstract concepts about an experience, he or she can consider alternative behaviors and test them in a new experience. The adapted learning model used in the Springfield program is illustrated in Figure 1. This figure extends the Kolb model by including the modes of learning used at each of four phases of experiential learning in the College Age Adult course.

For example, graduate students might begin to explore the concept of moral development in college students by participating in a moral decision making exercise along with the undergraduates in the class. The graduate students are aware of their own moral decision making process while observing the process of the undergraduates who are experiencing a similar process. Reflective observation, in which all students share their thoughts and feelings about the experience occurs in small groups and in journal entries after the experience. Lecture or reading material are then added to provide a theoretical understanding of the experience. In the case of moral development, Kohlberg's (1975) and Carol Gilligan's (1982) theoretical notions might be presented to the class.

FIGURE 1

College Age Adult
Experiential Learning Model*



*Adapted from Kolb, D., Rubin, I., & McIntyre, J. (1971).

Finally, students might engage in simulation, role play, or behavioral rehearsal exercises. Assertion, empathy, values clarification, and decision making skills are examples of skills which might be used in a moral development module. Such skill development would enhance the understanding of the theoretical notions by allowing for active experimentation and by applying theoretical notions to real life conflicts.

Objectives of the Course

Using the experiential learning model described above, the Psychology of the College Age Adult course attempts to acquaint students with the developmental issues facing young adults in todays world. Objectives for the course include:

1. Students participating in the course should have an understanding of the major issues and the psychological processes involved in adult development.

2. Students should be able to assess developmental concerns according to developmental theories.

3. Students should be aware of the skills and abilities needed to extend these theoretical notions into their life situations.

4. Students will have an understanding of problems associated with development in young adulthood.

5. Graduate students will be able to describe the general developmental levels observed in the class as a whole in a comprehensive paper.

6. Graduate students should also be able to apply the information obtained in the course to possible professional situations.

A topical outline, which overviews major content areas, experiential learning modes, and skill development areas is displayed in Figure 2.

FIGURE 2

Psychology of the College Age Adult
Course Outline

Session	Topical Outline	Experiential Learning/ Skill Development
1	Orientation & Introductions	Community Building; Self Assessment
2	Development Over the Life Span	Life Span Panel
3	Developmental Tasks of Young Adults	Decision-making; Problem solving
4	Identity Formation	Social labeling & Socialization
5, 6	Gender & Race Role Socialization	Role reversal essays
7	Separation/Individuation Process	Oral Autobiographies
8	Sexuality & Intimacy in Young Adulthood	Anonymous Problems
9, 10	Moral Development	Values clarification and moral decision making
11	Moral Development	Acting on moral decisions and choices
12, 13	Ego Development	Empathy & Social perspective taking; Basic listening and responding skills
14	Cognitive Development	Cognitive Styles
15	Cognitive Development	Learning Skills
16	Midterm	Essay exam
17	Interpersonal Styles	MBTI
18	Interpersonal Competence	Communication skills
19	Interpersonal Competence	Conflict Resolution
20, 21, 22	Interpersonal Competence	Assertiveness Training Assertion Obstacle Course
23	Relation of Thinking, Feeling, and Behavior; Managing Emotions	Cognitive Behavior Modification

Figure 2 (continued)

Session	Topical Outline	Experiential Learning/ Skill Development
24	Developing a Sense of Purpose	Career Values Assessment
25	The Mature Person	My Ideal
26,27	Problems in Young Adult Development	Stress Management
28	The Non-traditional College Student	
29	Professional Considerations and Applications	Ideal U.
30	Summary and Evaluation	

Theory and Research Bases

Theoretical notions and research findings form the basis for the course outline described above. The literature used in the development of the course come from a broad range of psychological and developmental writings. The attached bibliography contains a partial listing of references used in the development of the course. Whiteley's(1982) Sierra Project formed the major structure for this particular course. In his view, character development progresses in stages and is comprised of the ego and moral development concerns described by Loevinger(1976) and Kohlberg(1975). Whiteley (1982), Loxley and Whiteley(1986), and Knefelkamp et al.(1978) have proposed that students need both challenge and support in order to progress in their moral and ego development. Courses and programs can be developed and implemented which enhance

ego, moral, and intellectual development, according to these authors.

In addition to the character development concerns identified by Whiteley and Knefelkamp, other concerns facing young adults have been discussed by a number of authors. Chickering(1969) described developmental tasks related to this period of young adulthood, while Perry (1970) paid particular attention to the intellectual growth of college students. Identity formation has been considered to be a primary task of young adulthood by most authors since Erikson(1968) first presented his stage theories of human development.

Other concerns of young adults which pose significant growth challenges are career and gender role issues. Katchadourian and Boli(1985), Komarovsky (1985), Allgeier and McCormick(1983), and Evans(1985) have provided some recent information in regards to these concerns. Problems in young adult development and non-traditional college student development are two additional topic areas which draw from a wide body of literature too extensive to be adequately covered here.

Conclusions

Experiential learning can be used as a vehicle for presenting complex theoretical and research information on college student development. Such learning enables students to explore their own personal development while gaining valuable information about young adulthood from the behavioral and social sciences. It also provides graduate students, who are preparing to work with college students, an opportunity to observe younger undregraduate peers as they are challenged in their development in a supportive classroom environment. The model, as described, was organized for the instruction of graduate students, but clearly it is a learning model which can be adapted for use with professional staffs, faculty, or other populations which might be interested in learning about college student development in a meaningful way.

Bibliography

Allgeier, E. R., & McCormick, N.B. (1983). Changing boundaries: Gender roles and sexual behavior. Palo Alto, CA: Mayfield.

Chickering, A. (1969). Education and identity. San Francisco: Jossey-Bass, 1969.

Erikson, E. H. (1968). Identity: Youth and crisis. New York: W. W. Norton.

Evans, N. (Ed.). (1985). Facilitating the development of women. (New directions for student services, no. 29). San Francisco: Jossey-Bass.

Dalton, J. C. (Ed.) (1985). Promoting value development in college students. NASPA monograph series, vol. 4. National Association for Student Personnel Administrators.

Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.

Hanson, G. R. (1982). Measuring student development. New directions for student services, no. 20. San Francisco: Jossey-Bass.

Hood, A. B., Riahinejad, A. R., & White, D. B. (1986). Changes in ego identity during the college years. Journal of College Student Personnel, 27.

Johnson, D. W. (1981). Reaching out: Interpersonal effectiveness and self-actualization. Englewood Cliffs, N.J.: Prentice Hall.

Katchadourian, H. A. & Boli, J. (1985). Careerism and intellectualism among college students. San Francisco: Jossey-Bass.

Knefelkamp, L., Widick, C., & Parker, C.A. (Eds.) (1978). Applying new developmental findings. New Directions for Student Services, no. 4. San Francisco; Jossey-Bass.

Kohlberg, L. (1975). The cognitive developmental approach to moral education. Phi Delta Kappan, 10.

Kolb, D., Rubin, I., & McIntyre, J. (1971). Organizational psychology: An experiential approach. New Jersey: Prentice Hall.

Komarovsky, M. (1985). Women in college. New York: Basic Books.

Loevinger, J. (1976). Ego development: Conceptions and theories. San Francisco: Jossey-Bass.

Loxley, J. C., & Whitely, J. M. (1986). Character development in college students (Vol. II). Schenectady, N.Y.: Character Research Press.

Petitpas, A. (1978). Identity foreclosure: A unique challenge. Personnel and Guidance Journal, 56.

Perry, W. G., Jr. (1970). Forms of intellectual and ethical development in the college years. New York: Holt, Rinehart, and Winston.

Whiteley, J. M. (1982). Character development in college students. (Vol. I) Schenectady, N.Y.: Chracter Research Press.

Whiteley, J.M., & Flowers, J. V. (1978). Approaches to assertion training. American Association of Counseling and Development.